DOCUMENT RESUME

ED 099 925 CS 500 920

AUTHOR	Legowik, Glen P.
TITLE	Behavioral Objectives in the Affective Domain.
INSTITUTION	Montana Speech Communication Association.
PUB DATE	73
NOTE	13p.
JOURNAL CIT	The Communicator; v4 n1 p16-26 Winter 1973
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Affective Objectives; *Behavioral Objectives; *Evaluation Methods
IDENTIFIERS	*Values Education

ABSTRACT

This paper is intended to serve as a stimulant to further research and efforts in the area of affective evaluation. The questions in this paper were written with the following question in mind: How can I as a teacher know what impact I have had on the values of my students for this particular course? The affective behavioral objectives were made as broad as possible so as to be of value to as many levels and types of courses as possible. Some of the values would be stressed more in some classes than in others. The categories represented for the objectives include: "Affective Taxonomy," "Description of Methods of Evaluation," "Affective Behavioral Objectives," "Affective Evaluation for 'Argues in Support of His Position'," "Affective Evaluation for 'Advocates Expression of Opinion Differing from His Own'," and "Affective Evaluation for "Attempts to Distinguish Fact from Opinion'." (WR)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 099925

THE COMMUNICATOR

of the

Montana Speech Communication Association

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Montana Speech Communication Assn.
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

Volume IV | Winter 1973 | Number 1

TABLE OF CONTENTS

Membership Information 2

Editorial. 3

President's Message. 4

Call for Papers. 5

The Agony Without Ecstacy or
I Have to Direct a What? 6
Carroll Hovland

The One-Point Speech as a Unit In
Speech Communication 8
Ric Floren and Jack Upshaw

Editorial Response to "Unit Plan--
One-Point Speech". 14

Behavioral Objectives in the Affective Domain. 16
Glen P. Legowik

Kideo--Video--Or Punt: A Partial Review of the
Literature Concerning Video Tape Recorders
and Cognitive Learning Processes 27
Jerry Rubier

* *

Editors: Dave Fisher and Jim Polsin

Typist: Michelle Peterson

CS 500 220

BEHAVIORAL OBJECTIVES IN THE AFFECTIVE DOMAIN

by
Glen P. Legowik*

Introduction

This paper is intended to serve as a stimulant to further research and efforts in the area of affective evaluation. It is not a ready-to-use instrument for evaluation nor is it a thorough exploration of the affective domain.

The questions in this paper were written with the following in mind: "How can I as a teacher know what impact I have had on the values of my students, for this particular course?" All of the questions should be prefaced with a statement that specifies that response be in terms of a particular class.

The most effective means of evaluation has not been included among the methods of evaluation. Personal knowledge of a student's values and belief system gained through friendship over a period of time is the best way to evaluate the affective domain. No questions can be written for this type of understanding that would not interfere with the process of intimacy.

The affective behavioral objectives were made as broad as possible so as to be of value to as many levels and types of courses as possible. Some of the values would be stressed more in some classes than in others. For example, "Advocates expression of differing opinion" would be easier to stress in a speech class than in a history class.

Affective Taxonomy

1.0 Receiving (Attending)

- 1.1 Awareness--Conscious recognition of the actual existence of a given condition, situation or problem.
- 1.2 Willingness to Receive--Willingness to tolerate or take notice of a given phenomenon rather than avoid it.
- 1.3 Controlled or Selected Attention--Differentiation among various aspects of a phenomenon or control of attention toward aspects of the phenomenon.

2.0 Responding

- 2.1 Acquiescence in Responding--Compliance with a given condition.
- 2.2 Willingness to Respond--Voluntary action in relation to a given phenomenon.

---

*Glen P. Legowik is a senior in Secondary Education at the University of Montana, Missoula, Montana.

2.3 Satisfaction of Response--Enjoyment in acting on a given phenomenon.

3.0 Valuing

3.1 Acceptance of a Value--Belief in a proposition, doctrine with reasonable but tentative certainty.
3.2 Preference for a Value--Belief in the desirability of a proposition over corresponding alternatives.
3.3 Commitment to a Value--Conviction and full involvement in a cause.

Description of Methods of Evaluation

Inventory: A series of statements to which the student may select the answer that most closely reflects his feelings. It is designed to measure the extent of agreement or disagreement with each statement. Possible options are: I STRONGLY AGREE, I AGREE, I AM UNDECIDED, I DISAGREE, I STRONGLY DISAGREE.

Report: A written statement of at least one paragraph.

Rating Scales: Rating scales are built upon two opposing words along a continuum. Students mark along the continuum to show where he feels his position is. The example is from Behavioral Objectives in the Affective Domain.

Whee!	yetch!
easy	troublesome
dull	emotional
good	bad
exciting	boring
useful	harmful
interesting.	uninteresting

Check list: The teacher keeps a list of the various behaviors he wants to examine and checks off the behavior when it occurs. Usually one sheet per student. Plus marks can be used for positive actions and minus marks for negative behavior.

Objective Test: The student is required to state specifically an instance of whatever topic is being discussed.

Subjective Test: Student is asked to indicate participation or nonparticipation in whatever is being discussed. T or F will be sufficient.

Affective Behavioral Objectives

1. Argues in support of his position.

2. Advocates expression of differing opinion.

3. Evaluates speaking efforts of others.

4. Attempts to distinguish fact from opinion.

5. Rejects use of untruths.

6. Judges problems in terms of issues, not emotion.

Affective Evaluation for "Argues in support of his position"

1.1 Awareness
1) Objective test
Name two instances of an argument caused by one person defending what he thought was right.
2) Check list
Has seen arguments about a position taken by one person.
3) Subjective test
I have gotten into arguments about what I thought was right.
4) Rating scales
A person who will argue about what he believes is...
5) Report
Describe an argument in which one person was defending what he believed.
6) Inventory
I know of people who have gotten into arguments because of what they believed.

1.2 Willingness to Receive
1) Objective test
Name two instances in which you were willing to listen to an argument.
2) Check list
Will not go out of way to avoid arguments.
3) Subjective test
I will stay around to hear an argument.
4) Rating scales
People who pay attention to arguments...
5) Report
Describe what was said in an argument.
6) Inventory
I do not avoid watching people argue.

1.3 Selected Attention
1) Objective test
An argument can be analyzed and understood. (T/F)
2) Check list
Has commented on some aspect of an argument.
3) Subjective test
I have gone over arguments to try and understand what had happened.
4) Rating scale
People who try to figure out arguments are...

5) Report
Tell how a specific argument could have been won by one of the sides.
6) Inventory
I try to figure arguments out.

2.1 Acquiescence in Responding
1) Objective test
Name two instances when you were willing to argue your case.
2) Check list
Has participated in an argument when pressured to do so.
3) Subjective test
I have gotten into arguments when I had to.
4) Rating scale
A person who will argue when he thinks he has to is...
5) Report
Describe the last time you went along and argued a point.
6) Inventory
I have gotten into arguments when it seemed the right thing to do.

2.2 Willingness to Respond
1) Objective test
Name two instances when you decided to take sides in an argument.
2) Check list
Has on his own joined an argument.
3) Subjective test
I will join an argument.
4) Rating scale
People who join in arguments are...
5) Report
Describe the last argument you were in.
6) Inventory
I have joined in arguments.

2.3 Satisfaction in Response
1) Objective test
When was the last argument you enjoyed?
2) Check list
Seems to enjoy being in arguments.
3) Subjective test
I have enjoyed being in arguments.
4) Rating scale
People who enjoy being in arguments are...
5) Report
Describe the last argument you enjoyed.
6) Inventory
I have been in arguments that I liked.

3.1 Acceptance of a Value
1) Objective test
Name two instances in which a person was justified in arguing.

2) Check list
Has heard people who disagree with him.
3) Subjective test
I know that not everyone thinks the same way I do on many issues.
4) Rating scales
When people have different opinions they are...
5) Report
When was the last time someone did not agree with you?
6) Inventory
Not everyone agrees with me.

1.2 Willingness to Receive
1) Objective test
When was the last time you listened to someone who did not agree with you?
2) Check list
Will not avoid people who do not agree with him.
3) Subjective test
I am willing to listen to someone who does not agree with me.
4) Rating scales
People who do not agree with me are...
5) Report
Describe the last time someone did not agree with you.
6) Inventory
I do not avoid people who disagree with me.

1.3 Selected Attention
1) Objective test
List three reasons why someone might disagree with you.
2) Check list
Has stated errors in perception that caused disagreement.
3) Subjective test
I can understand why some people think differently than I do.
4) Rating scale
People who do not try to understand why people who do not agree with them are...
5) Report
Describe what goes into a disagreement.
6) Inventory
I try to understand why some people do not agree with me.

2.1 Acquiescence in Responding
1) Objective test
When was the last time you were willing to allow someone to disagree with you?
2) Check list
Has not avoided people who disagree with him.
3) Subjective test
I think it is right that I listen to people who do not agree with me.

2) Check list
Has stated belief in right to argue a position.
3) Subjective test
I think a person has the right to argue in defense of his position.
4) Rating scale
A person who believes that he should argue to defend his beliefs is...
5) Report
When might a person be justified to argue about his position?
6) Inventory
A person has the right to argue.

3.2 Preference for a value
1) Objective test
Cite an instance when the ability to argue was vital for a person.
2) Check list
Has expressed belief in the necessity of being able to argue a position.
3) Subjective test
I believe that it is necessary to be able to argue my case.
4) Rating scales
People who think that it is important to be able to argue are...
5) Report
Describe the last time it was necessary for you to argue to defend your position.
6) Inventory
I think it is essential that people be able to argue well.

3.3 Commitment to a value
1) Objective test
When has it been essential to start an argument?
2) Check list
Has begun arguments.
3) Subjective test
I have provoked arguments because it was the right thing to do.
4) Rating scale
People who start arguments are...
5) Report
Describe how and when you began an argument.
6) Inventory
I have started arguments.

Affective Evaluation for "Advocates expression of opinion differing from his own"

1.1 Awareness
1) Objective test
Name two people who usually do not agree with you.

4) Rating scale
When I listen to people who do not agree with me things are...
5) Report
What happened the last time you listened to someone who did not agree with you?
6) Inventory
I will listen to people who disagree with me.

2.2 Willingness to Respond
1) Objective test
What was the last time you sought out someone to disagree with you?
2) Check list
Has sought out people who he knows will not agree with him.
3) Subjective test
I have tried to find people who will argue with me.
4) Rating scales
People who seek out those who will disagree with them are...
5) Report
Explain when you last sought a differing opinion.
6) Inventory
I try to find people who will disagree with me.

2.3 Satisfaction in Response
1) Objective test
When was the last time you enjoyed someone who did not agree with you?
2) Check list
Has stated that he enjoys meeting people who do not agree with him.
3) Subjective test
I enjoy having people disagree with me.
4) Rating scale
People who disagree with me are...
5) Report
Describe the last time you enjoyed a disagreement.
6) Inventory
It is good to have people who do not agree with me.

3.1 Acceptance of a Value
1) Objective test
It is proper that people do not agree with me.
2) Check list
Has stated that people should disagree with him.
3) Subjective test
I can understand that it is right that people do not agree with me.
4) Rating scale
People who do not accept the idea that they will be disagreed with are...
5) Report
List the reasons why people can disagree with you.

6) Inventory
It is right that people disagree with me.

3.2 Preference of a Value
1) Objective test
What are the advantages in having people disagree with you?
2) Check list
States value in knowing people who will disagree with him.
3) Subjective test
I know it is right that people disagree with me.
4) Rating scale
People who will not disagree with others are...
5) Report
List the benefits you have derived from having people disagree with you.
6) Inventory
I prefer people who disagree with me.

3.3 Commitment to a Value
1) Objective test
Describe the two last times you sought out someone who would disagree with you.
2) Check list
Has looked for people to disagree with him.
3) Subjective test
I have tried to find people who I know will not accept my position.
4) Rating scale
People who seek out disagreement are...
5) Report
List why it is essential that you encounter disagreement.
6) Inventory
I try to find people who will disagree with me.

Affective Evaluation for "Attempts to distinguish fact from opinion"

1.1 Awareness
1) Objective test
Name two instances when one person's view was taken to be the truth by another person.
2) Check list
Does not accept rumors as true.
3) Subjective test
I know that not everything I hear is always true.
4) Rating scales
People who think some statement is true because someone said so are...
5) Report
Describe the last time you mistook a rumor for fact.

6) Inventory
Not everything I hear is the truth.

1.2 Willingness to Receive
1) Objective test
Name two times a wild story has been cleared up.
2) Check list
Will listen as a rumor is explained away.
3) Subjective test
I have seen a wild story explained away.
4) Rating scales
People who won't listen as a rumor is explained away are...
5) Report
When was the last time you heard a rumor explained away?
6) Inventory
I will listen to someone explain a rumor.

1.3 Selected Attention
1) Objective test
List your criteria for belief in opinions.
2) Check list
Has stated what conditions must be met before he will believe what someone tells him.
3) Subjective test
I ask questions before I believe what someone says.
4) Rating scale
People who believe all that they are told without questioning are...
5) Report
Describe the kind of questions you may ask someone before you believe him.
6) Inventory
I ask some questions before I accept a viewpoint.

2.1 Acquiescence in Responding
1) Objective test
Name people who have urged you to "find the facts."
2) Check list
He will ask questions to find the facts when urged to do so.
3) Subjective test
If people want me to ask questions to find the facts, I will do so.
4) Rating scale
People who will not try to find the facts when they are told to do so are...
5) Report
Describe the last time you were expected to ask questions.
6) Inventory
I will ask questions to find the facts when told to do so.

2.2 Willingness to Respond
1) Objective test
List the kind of questions you have asked to get at the facts.

2) Check list
Comes up with his own questions in order to get at the truth.
3) Subjective test
I will do my best to get at the truth.
4) Rating scales
People who insist on getting at the facts with questions are...
5) Report
Describe how you go about finding the facts in a situation.
6) Inventory
I will ask questions and try to find out the facts on my own.

2.3 Satisfaction in Response
1) Objective test
When was the last time you enjoyed trying to separate fact from opinion?
2) Check list
Has stated enjoyment in separating opinions from facts.
3) Subjective test
I like to dig for the facts.
4) Rating scale
People who search for the facts behind statements are...
5) Report
Describe the last time you tried to find the facts and enjoyed it.
6) Inventory
I enjoy trying to find the facts.

3.1 Acceptance of a Value
1) Objective test
Name a time when you thought it was right that the facts be sought out.
2) Check list
Has stated the need to look behind events to get at the facts.
3) Subjective test
I think it is right that people try to separate fact from opinion.
4) Rating scale
People who do not try to find out the facts are...
5) Report
Explain how you know it is important to seek out the facts.
6) Inventory
I think it is right to try to find the facts.

3.2 Preference for a Value
1) Objective test
Name an occasion when it was necessary to separate fact from opinion.
2) Check list
Has stated that it is necessary to be able to separate fact from opinion.

3) Subjective test
I think it is desirable to try to separate fact from opinion.
4) Rating scale
People who think it is necessary to try to distinguish fact from opinion are...
5) Report
Describe the last time you thought it necessary to separate fact from opinion.
6) Inventory
I think it is necessary to be able to separate fact from opinion.

3.3. Commitment to a Value
1) Objective test
Name an instance when you wanted and did strive to separate fact from opinion.
2) Check list
Has stated his conviction that opinion and fact be separated.
3) Subjective test
I know that fact must be separated from opinion.
4) Rating scale
People who insist on distinguishing fact from opinion are...
5) Report
Describe an instance when you initiated activity to separate fact from opinion.
6) Inventory
I am dedicated to separating fact from truth.

Bibliography

Behavioral Objectives in the Affective Domain, Albert Eiss, Mary Harbeck, National Science Supervisors Association, c1969.

Creative Speech, Keith St. Onge, Wadsworth Publishing Company, 1964.

Dimensions in Communication, James Campbell and Hal Hepler, Wadsworth Publishing Company, c1965.

Family Home Evenings, Church of Latter-day Saints, c1970.

The Relevant Rhetoric, Irving Rein, The Free Press, c1969.

Stating Behavioral Objectives for Classroom Instruction, Norman Gronlund, The MacMillan Company, c1970.

Using Behavioral Objectives in the Classroom, Daniel Tanner, The MacMillan Company, c1972.